



## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

22	Elementary schools (includes K-8)
9	Middle/Junior high schools
7	High schools
0	K-12 schools
<b>38</b>	<b>TOTAL</b>

2. District Per Pupil Expenditure: 7337

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city  
☐ Suburban school with characteristics typical of an urban area  
☒ Suburban  
☐ Small city or town in a rural area  
☐ Rural

4. 2 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	6	0	0	0
K	28	20	48	7	0	0	0
1	40	32	72	8	0	0	0
2	31	43	74	9	0	0	0
3	38	37	75	10	0	0	0
4	41	34	75	11	0	0	0
5	44	31	75	12	0	0	0
TOTAL STUDENTS IN THE APPLYING SCHOOL							419

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
2 % Asian  
22 % Black or African American  
4 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
69 % White  
2 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 2 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	1
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	7
(4)	Total number of students in the school as of October 1.	419
(5)	Total transferred students in row (3) divided by total students in row (4).	0.017
(6)	Amount in row (5) multiplied by 100.	1.671

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 46 %

Total number students who qualify: 193

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 8 %

Total Number of Students Served: 35

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>22</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>1</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>1</u>
Classroom teachers	<u>22</u>	<u>4</u>
Special resource teachers/specialists	<u>0</u>	<u>3</u>
Paraprofessionals	<u>3</u>	<u>2</u>
Support staff	<u>3</u>	<u>1</u>
Total number	<u>29</u>	<u>11</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 19 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	98%	98%	97%	98%	97%
Daily teacher attendance	95%	93%	93%	94%	95%
Teacher turnover rate	12%	10%	8%	32%	33%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

It is difficult to determine the exact reason for the turnover rate in the early years. In the beginning, the school funding was supplemented by a grant. As the grant term was fulfilled, funding for many of the positions was no longer available. This created a change in the staffing table due to transfers to other positions within the district. Also, due to a district mandated principal reassignment, some teachers chose to change schools to continue to work with that administrator.

The attendance rates between 2005-2008 have been effected by the fact that Howe Hall AIMS has a young teaching staff. High teacher turnovers were due to maternity leave, illnesses and hospitalizations. These variables caused the low attendance rate of teachers for the years in question.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
<b>Total</b>		%

## PART III - SUMMARY

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Howe Hall Arts Infused Magnet School (HHA) was opened in 2002, originally serving kindergarten through third grade students and adding one grade level each year to reach its current status as a K-5 school. Its goal at the time was to integrate the demographics of the community to provide diversity in the schools. The community embraced the arts infused magnet school concept where the mission was "to provide students an education that encompassed the arts as an essential component of the curriculum to optimize student achievement...". To this day, HHA consistently offers children unparalleled instruction that addresses multiple intelligences by creating lessons that merge arts and academic standards. The true essence of its success as defined by student learning is due to the innovation and creativity of its arts infused lessons and the focus on academic achievement for every student.

There are two strategic plans in place at HHA that guide the direction of the school. One is the School Renewal Plan which is an action plan to improve academic performance; the other is the Fine Arts Strategic Plan that is called 'Arts for All'; it maintains the focus on quality arts infused lessons. The teachers at this nationally acclaimed Creative Ticket Campus are equipped and motivated to keep arts in the forefront as the students learn.

The students participate weekly in classes for visual arts, music, drama, dance and Spanish. In addition, the fine arts and classroom teachers deliver arts infused lessons in a team teaching approach. These lessons are based on South Carolina State Standards but are taught through the eyes of an artist. Students apply arts skills as they work to master the academic standards; this feature is what makes HHA a unique place to learn.

Along with the daily lessons, students in grades 3-5 are treated to a myriad of exploratory classes which they attend once a week. These classes include: steel drums, strings, chorus, clay, tap, puppetry, costume design and more. The campus curriculum is also supplemented by regular visits from artists in residence and performance groups that range from story tellers and folk singers to Chinese acrobats and puppeteers.

Attending this arts school offers opportunities for students to experience the thrill of performing for live audiences ranging from 800 to 1100 people. The school has two major performances per year and smaller individual choral, dance and steel drum programs. The Howe Hall AIMS students also participate in community art shows and contests where their work is displayed.

Howe Hall AIMS is a public school that knows no boundaries; it gains enrollment through an application and lottery process. There are no auditions or prerequisites; it is simply the 'luck of the draw'. Each year, HHA receives about 500 applications for only 40 to 50 openings. If selected to attend HHA, transportation to and from school must be provided by the parents.

The parent body is one of the treasures of the campus, their dedication is shown by their support of the teachers and programs. They volunteer their services by duplicating papers, reading with students, as well as hanging art displays, transporting steel drums and sewing costumes. They have a true passion for HHA.

The student scores are among the highest in the state on both the assessment for academics (PASS) and on the state assessment for the arts (South Carolina Arts Assessment Program, SCAAP). The campus earned the Palmetto Gold Award in 2009 and has been recognized for Closing Achievement Gaps for the past 5 years. In 2007, HHA students performed at the Kennedy Center in Washington D.C. after receiving the State and National Kennedy Center Creative Ticket School of Excellence Award.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. **Assessment Results:**

Students in grades three to eight in South Carolina are annually assessed in English Language Arts (ELA) and Mathematics. The Palmetto Achievement Challenge Test (PACT) was the assessment program used through the 2005-2008 school years. In the spring of 2009, the PACT was replaced by a new state-wide assessment, Palmetto Assessment of State Standards (PASS). Both PACT and PASS measure academic progress based on South Carolina academic standards. PACT results were reported in four categories: Advanced (exceeded expectations based on grade level curriculum standards), Proficient (met expectations), and Basic (met minimum expectations), and Below Basic (did not meet minimum expectations).

The PASS reports results in three categories: Exemplary, is equivalent to Advanced, indicating exemplary performance in meeting grade level standard; Met, which is equivalent to Proficient, demonstrating achievement meeting grade level standard; and Not Met, which is equivalent to Below Basic, indicating that the achievement level does not meet grade level standard.

Both PACT and PASS were designed for school, school district, and federal accountability purposes. More information on South Carolina's state assessment system may be found at:  
<http://ed.sc.gov/agency/Accountability/Assessment/>.

Howe Hall AIMS student performance results over the last five years have followed an upward trend with more students "meeting the standard" in the 2008-2009 school year than ever before. This trend of striking improvement is evidenced by the performance of every student subgroup. All grade levels are performing in the top ten percent of all South Carolina schools in both English Language Arts and mathematics.

Howe Hall AIMS performance results of the "all students" subgroup meeting standard in English Language Arts have exceeded South Carolina's state average five consecutive years at every grade level. PACT English Language Arts results show steady increases in the percent of students scoring "Proficient" or "Advanced" from 2004-05 to 2007-08 in grades three and four. The highest gains were posted in fourth grade with a 238% increase in students scoring at the "Proficient" level from 2003-04 to 2007-08. Every student subgroup in fourth grade experienced gains.

Howe Hall AIMS outperformed the state's average in English Language Arts on the 2009 PASS. Over 90% of students in grades 3, 4, and 5 met standard by scoring "Met" or "Exemplary". Fifth grade scores were premier with 98.7% of students meeting standard. Of these 98.7%, 68% of these students achieved scores at the highest level—"Exemplary". One hundred percent of students in the free and reduced price meals subgroup met standard. The African-American student subgroup outperformed the white student subgroup with 100% meeting standard.

PACT results show marked improvement from 2004-05 to 2007-08 in the percent of students performing at the "Advanced" level in grades 3 and 4. The free and reduced price lunch student subgroup in grade four has shown significant improvement with 8% of this student subgroup scoring "Advanced" in 2004-05 to 22.7% scoring "Advanced" in 2008-09.

2009 PASS results indicate over 89% of students are meeting standard in grades 3, 4, and 5 with grade 5 student results the highest. Ninety-nine percent of grade 5 students scored "Met" or "Exemplary". One hundred percent of students in the free and reduced price subgroup achieved standard. Over 50% of students in grades 3, 4, and 5 meeting standard scored "Exemplary". Howe Hall AIMS was awarded the Palmetto Gold Award by the South Carolina Education Oversight Committee and has been recognized since 2004-05 for



closing the achievement gap. Howe Hall AIMS proudly boasts student success illustrated by achieving Adequate Yearly Progress under the No Child Left Behind Act every year since its inception.

## **2. Using Assessment Results:**

HHA has a Student Monitoring System in place that routinely reviews student data. Administrators use data to form class rolls; data is used to match student weaknesses with teacher strengths as well as attempting to form classes that are heterogeneous groups of children. In August, teachers use MAP data in grades 3-5 (Measurement of Academic Progress) and DIBELS data in grades K-2 (Dynamic Properties of Basic Early Literacy Skills) as they design their Long Range Plan (LRP) for instruction. They also consider demographics, economic environment, discipline and attendance records and anecdotal notes as they plan for differentiated instruction and flexible grouping.

The MAP (spring data) and DIBELS data (collected in September) give specific information on deficit skills so that teachers can create individual student folders containing skills lessons or practice sheets for the deficit areas; these can be used in small group or tutoring sessions. Teachers are the center of the process for using data in effective and prescriptive ways.

Using data, students are categorized into groups depending on their need for intervention to get them to grade level standards. Tier I students receive small group instruction in the classroom setting, Tier II students receive small group as well as biweekly tutoring outside of the classroom. The tutoring is either with Success Maker or Head Sprout (individualized software programs) or with a certified teacher. Tier III students receive small group instruction in the classroom and daily instruction from the special education department. Gifted students are also identified through the use of assessments or rubrics and are placed in the gifted program.

Data meetings between administrators and teachers are held twice a month. Summative and formative (common on-going assessment) data are reviewed to determine individual needs and to make adjustments in placement or to brainstorm solutions to instructional problems. Student data is also used to observe achievement trends in sub-groups and to measure the strengths and weaknesses of instructional programs.

## **3. Communicating Assessment Results:**

Communicating assessment results is a critical piece for school improvement. In August, teachers receive student data (DIBELS, MAP and PASS) for their new class so that they can effectively plan for instruction. In the fall, the assessment/data cycle begins with a new baseline score for each student. This data point gives teachers a reference in which to measure yearly growth. Teachers are eager to view updated data since it is a reflection of the success of their efforts in helping students learn.

The teachers present this student data to parents on parent conference days throughout the year. The MAP and DIBELS grade level benchmark scores are reviewed as well as the child's individual learning strengths and weaknesses. Teachers give the parents suggestions on ways to provide support for learning at home. If the data reflects that a student is struggling to learn then the options for differentiated instruction are discussed and a Student Intervention Team meeting is scheduled with the administration. Data is used for instructional decisions that are made on behalf of the student, so it is important that parents have a full understanding of the information.

Formative data such as progress reports, report cards and daily assessments are sent home once a week in a Tuesday Folder. Parents know to review the information in order to stay informed on student progress.

Data for gifted and talented assessments is mailed to the parents; the school counselor provides support for questions regarding criteria for this program.

The 5<sup>th</sup> grade teachers report MAP data to the parents within context; their child's score is placed on a continuum from grade level low score to grade level high score, this gives the parents an idea of where their child falls within the peer group of learners. Fifth grade teachers also hold student conferences to inform students of their growth goal for MAP. Students and teachers measure progress toward their goal by using the mid year and end of the year MAP growth index.

Data is shared at PTA meetings and is the main topic of the School Improvement Council. It is used to guide the decision making that occurs at the school; data is used to plan for professional development for the teachers as well as to determine the use of funds provided to the school. Viewing the assessment data provides a picture of the combined labor, effort and vision of students, parents and faculty.

#### **4. Sharing Success:**

Howe Hall AIMS has opened its doors for tours and observations since the school opened. In 2008-2009, the international conference entitled "The Arts Schools that Work" toured the building and observed a variety of infusion lessons and exploratory classes. Many of the teachers have received advanced arts degrees from Lesley University and are advocates for arts education. Because of this passion, they are willing to showcase their knowledge about arts infusion through district instructional fairs, workshops and state and national conferences.

The visual art, music, drama and dance teachers have compiled notebooks of detailed arts infused lessons. These lessons are the result of many planning sessions with grade level content teachers. Every lesson has been implemented in the classroom and revised for its effectiveness. The lessons are shared at meetings throughout the district and state.

The expertise of these teachers is not limited to the arts. The 5th grade math teacher utilizes assessment data in summative and formative ways. She teaches with technology that enables her to assess student understanding at the completion of a practice problem by the use of Senteo. This immediate feedback allows for quick intervention and re-teaching, her 5th grade math PASS scores reflect her data driven instruction.

If HHA is awarded Blue Ribbon School status, teachers will continue to provide professional development opportunities through traditional means but will also utilize technology to broaden its audience.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

The school curriculum is based solely on the South Carolina State Standards for arts and academics. Teachers meet in Professional Learning Communities to identify essential learning for each grade level and then align the instructional strategies; this is done so that the teachers can focus on student mastery of critical skills. Instructional time and energy is spent on the skills that are foundational to student achievement.

At HHA teachers employ arts infusion to help students master complex skills and concepts. Through the arts, students are motivated by fun and exciting lessons that engage their attention, helping them make connections that contribute to long term memory of information.

Math teachers use the natural marriages between geometry and the arts and between pattern and music to make mathematic thinking welcome. Third graders use geometric principals such as translation, rotation, and reflection (introduced through dance) to critique and mimic the works of Picasso. Fourth graders apply the concept of tessellations to Escher's drawings and Mozart's compositions. To provide practice with measurement and computation skills, fifth graders have the opportunity to propose to the class how they would invest or spend a fictitious fortune in the "Million Dollar Project," voting on whose project best reflects sound mathematic principles.

Art and experiences also make science approachable. Second graders master the concept of magnetism with its subsumed ideas of attraction and repulsion by designing dances that incorporate pushing, pulling, and oppositional forces. Third graders employ concepts of force and motion by moving cars across the dance room floor with rubber bands and, then, designing dances that reflect the most basic of Newton's laws: "An object in motion...." Fifth graders experiment with force, motion, and weight and the effect simple machines may have on them by combining toy cars, weights in increasing increments, fulcrums, strings, and pulleys to create miniature approximations of carnival rides. Fourth graders inquire about the transformation among solids, liquids, and gases and the change in mass those transformations may effect by cooking and then sharing the products of the experiment, making notes about conclusions reached.

Social Studies lessons are equally experiential. Second graders study Martin Luther King, Jr., supplementing his biography by learning and performing a song using excerpts from the "I Have a Dream" speech. Then, in a connection to ELA, each class writes its own version of that speech to suggest changes still needed in our world. Third graders research, host, and attend a Colonial tea, complete with costumes, student-created signboards for products that might have existed in that time, appropriate refreshments, music, and pre-taught tea party manners. Fourth graders apply drama and visual arts to history, choosing a historic figure and creating a Living Statues Museum in which each student is an exhibit that the visitor can bring to life by pressing a button to hear a first-person summary of the subject's life. Such activities allow students to insert themselves into the action, making historic events comprehensible and memorable.

English Language Arts is replete with abstract concepts that arts experiences make accessible. The seemingly subtle difference between tone and mood becomes easier when fifth graders act out scenes in drama and acknowledge that tone is what the actor projects while mood is the feeling the audience takes away from the contact. Idioms become unforgettable as "tired metaphors" are signaled with a droopy dance stance and cemented with idiom ads completed in visual arts.

Spanish is available to students during first semester. With culture as a focus of elementary foreign language standards, students sing, write, and read, construct smart notebooks, and translate environmental print into Spanish.

Arts and experiences bring learning to life. With high level skills and concepts that are targeted by the state standards and arts infused instruction engaging the imagination, students master incredibly complex concepts.

#### **2a. (Elementary Schools) Reading:**

(This question is for elementary schools only)

For all schools in South Carolina, curriculum objectives are dictated by the state standards. Reading skills and concepts are specifically delineated as applied to literary and informational texts and research. Our district delivery model for the skills and concepts defined in the standards is Comprehensive Literacy. This is an instructional approach encompassing guided reading lessons, self-selected reading, word study and analysis and writing instruction.

Guided reading is an instructional setting that enables the teacher to work with a small group of students to help them learn to read by using effective strategies for processing text. Selected reading enables students to spend time reading a variety of texts which will improve their fluency. Word Study is instructional time devoted to learning about our language. Students receive instruction in the building blocks for our language. Beginning with sounds and spelling patterns, the students work to analyze the spelling, origin and meaning of words. Writing instruction provides students with a traits framework for writing. Mini-lessons provide direct instruction and teacher modeling for building skill and independence in writing.

Teachers coach students beginning with application of sound and symbol patterns to practice with Greek and Latin roots and affixes. Readers who gain confidence in attacking unfamiliar words are then willing to use challenging texts for enjoyment and to gain information.

The traditional approach to teaching reading is blended with the arts infused reading lessons as Howe Hall AIMS students marry music and movement to sound and symbol patterns while they dance from emergent into proficient literacy. Kindergarteners make letters with their bodies in dance class. First graders sing and dance their way to literacy with vehicles like “The Pirate Song” (teaching r-controlled syllables) and “Little Letter Blender” (teaching use of consonant teams). Second graders match difficult to decode words to sound, symbol, and movement with the choreographed “Sight Words” song. Third, fourth and fifth graders take on kindergarten reading buddies (for whom they perform dramatic readings to model and practice fluency), engage in Reader’s Theater, and design creative projects to interest peer readers.

All students in kindergarten through fifth grade thrive in a print-rich environment, enhanced by support for reading strategies and applications.

#### **3. Additional Curriculum Area:**

Mathematics also has curriculum objectives dictated by state standards. This is the main subject where teachers at HHA practice vertical alignment to ensure that critical skills are mastered at each grade level. Engaging instruction provided with hands-on activities and technological tools such as the Senteo Classroom Response System encourages student participation while providing the teacher with immediate feedback to guide planning. Math instruction must not only challenge and empower future community leaders but must also nurture students’ abilities to think critically and solve problems.

Knowing that mathematic minds are created or stymied in elementary school, HHA uses the arts to challenge young minds by making connections ranging from the simple to the complex. Kindergarteners demonstrate the ability to duplicate and manipulate patterns (a core concept for both math and reading) by moving between and among rhythmically tapped poles held by the teacher and her aide. This high-energy activity attacks math with movement as students hop on one foot or both feet, alone or with partners to first repeat a pattern the teacher has provided. First graders match basic addition to musical notation as they add the number of beats represented by each note and rest together to calculate the number of beats in a

measure. Third graders gain confidence for facing the first year of state testing by practicing a “Math Facts Rap” that harnesses number knowledge to rhythm and repetition to gain automaticity with multiplication facts. Fourth graders enjoy using math to solve problems as they design the ideal bedroom, applying measurement and calculation to visual arts. In math, the arts truly do “optimize student achievement...”

#### **4. Instructional Methods:**

Instruction at HHA begins with using high-yield strategies of learning to deliver the core curriculum. Staying current on brain research and effective practices are critical to student learning, some of these techniques are: posting the learning objective on the board, integrating movement with the learning, using questioning strategies that challenge thinking, using visual aids and graphic organizers. For HHA teachers it means touching on all of the multiple intelligences to engage students in learning. This is accomplished naturally with quality arts infused lessons. These innovative lessons encourage higher levels of thinking, better understanding and an opportunity for creative expression. The students are motivated, the learning is fun and relevant, and the emotional connection promotes long term memory of skills.

Small group learning in the classroom is utilized to support students who need additional experiences with conceptual learning; small group lessons are specific to the skill deficit and are directed by the teacher. They may range from blending sounds using letter tiles to categorizing fact and opinion statements. Small groups allow the teacher to spend more intense time on focused instruction; some students need the immediate feedback of the adult to become confident in learning. If students continue to struggle then they are referred to the Student Intervention Team (SIT) where individual data is reviewed with the parent and an intervention of teaching is put in place. Intervention could be small group tutoring after school or during the school day, or it could be an incentive plan to promote effort. The SIT will review the data of the struggling learners at the student monitor meetings; students who continue to struggle are referred to the special education department. This department provides students with daily support.

#### **5. Professional Development:**

The Professional Development Program at HHA is determined by the need of the teachers. It is correlated to the student data. If there appears to be a low area in instruction (based on data) then a professional development is designed to meet that specific need. At the beginning of the year a concentration was placed on calculating the accuracy of the DIBELS scores. The purpose of this was to further analyze the reason for the struggle in fluency in grades 1 and 2. Comprehensive Literacy training addressed the importance of keeping the integrity in the delivery of the program so that the pace and intensity of the teaching would be more effective. Professional development is geared to the teachers who need the information, so it is prescriptive in nature and is timely.

There has been training on the implementation of Professional Learning Communities since the campus has moved toward shared leadership and accountability. The staff identified essential standards through PLCs but now they need to be formalized and documented to sharpen the focus of instruction.

Technology is readily available at HHA with a Smartboard in every classroom. Additionally, the school boasts of four Senteo Classroom Response Systems and countless software packages for each arts and content area. The staff continues to learn the many ways to use Study Island, a software package that holds a question bank, to enhance interactive learning and quick feedback. Professional development this year has included an exciting session on using the Audacity software as an instructional tool as well as a tool for creating student products.

Principal Marty French kicked off the quest for enhanced instructional strategies with “Teaching with the Brain in Mind” which reviewed current research. To expand upon that theme, Dr. Marilyn Belotti, kindergarten teacher, shared examples of using kinesthetic movement in teaching. Other sessions centered on hands-on-science, literacy stations, and effective use of novels in content-area classrooms.

## **6. School Leadership:**

The leadership is structured through the use of Professional Learning Communities. The leaders of each PLC are the teachers who are most successful with student achievement as evidenced by their student data. Their success has earned them respect from their colleagues. The expectation for student achievement is set by the mission and purpose of the school and is enforced by the leadership team and principal. The PLCs work to align instruction so that grade level standards are taught, measured and mastered at each grade level with consistency among the classes. The PLCs develop priority lists for necessary purchases of materials needed to support the instructional program.

The primary focus of the principal is student achievement; she works with the PLC chairs to help set agendas for the PLC meetings. The agendas contain action items that come from the School Renewal Plan or the Fine Arts Strategic Plan. She also schedules and attends student data meetings; the purpose of these meetings is to track the progress of students and brainstorm new strategies for students who continue to struggle to learn. Conversation is focused on learning and putting forth your best effort.

The principal also focuses on the improvement of processes in the school so that school days can be managed as efficiently as possible protecting instructional time. Punctuality and time on task are emphasized and expected. She keeps an open door policy and is readily available for parent conferences or student referrals. She is not punitive in her actions with students or teachers, but maintains a mode of problem solving, improvement and change.

HHa is a lottery school, so there is no attendance boundary that lies right at the perimeter of the campus. Every contact with the learning community must yield impactful, positive relationships and a cheerful, approachable attitude - key elements for building trust and commitment to purpose.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Palmetto Achievement Challenge Test/Palmetto Assessment of State Standards

Edition/Publication Year: 2008, 2007, 2006, 2005, 2004

Publisher: South Carolina Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	89	49	31	24	40
% Advanced	45	20	9	3	10
Number of students tested	75	74	71	72	71
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	83	29	25	17	32
% Advanced	22	5	0	6	7
Number of students tested	23	21	20	18	28
<b>2. African American Students</b>					
% Proficient plus % Advanced	75		6	15	14
% Advanced	10		0	5	7
Number of students tested	20		18	20	14
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	90				
% Advanced	20				
Number of students tested	10				
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	94	53	36	23	46
% Advanced	60	22	13	2	12
Number of students tested	47	60	47	48	52

Notes: The Palmetto Achievement Challenge Test (PACT) was the assessment program used through the 2005-2008 school years. In the spring of 2009, the PACT was replaced by a new state-wide assessment, Palmetto Assessment of State Standards (PASS).

Subject: Reading

Grade: 3 Test: Palmetto Achievement Challenge Test/Palmetto Assessment of State Standards

Edition/Publication Year: 2008, 2007, 2006, 2005, 2004

Publisher: South Carolina Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	95	82	74	74	72
% Advanced	63	14	15	8	11
Number of students tested	75	74	68	72	71
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	91	67	67	56	79
% Advanced	52	0	11	6	7
Number of students tested	23	21	18	18	28
<b>2. African American Students</b>					
% Proficient plus % Advanced	90		53	50	36
% Advanced	40		6	0	7
Number of students tested	20		17	20	14
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	90				
% Advanced	10				
Number of students tested	10				
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	96	82	80	83	81
% Advanced	70	13	16	13	14
Number of students tested	47	60	45	48	52

Notes: The Palmetto Achievement Challenge Test (PACT) was the assessment program used through the 2005-2008 school years. In the spring of 2009, the PACT was replaced by a new state-wide assessment, Palmetto Assessment of State Standards (PASS).



Subject: Mathematics

Grade: 4 Test: Palmetto Achievement Challenge Test/Palmetto Assessment of State Standards

Edition/Publication Year: 2008, 2007, 2006, 2005, 2004

Publisher: South Carolina Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	89	51	47	56	52
% Advanced	50	31	25	25	15
Number of students tested	74	74	75	72	75
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	86	41	35	33	32
% Advanced	46	23	22	5	8
Number of students tested	22	22	23	21	25
<b>2. African American Students</b>					
% Proficient plus % Advanced		24	33	7	27
% Advanced		12	14	7	5
Number of students tested		17	21	14	22
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced				18	
% Advanced				9	
Number of students tested				11	
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	90	57	50	69	61
% Advanced	52	33	26	31	16
Number of students tested	60	51	50	52	51

Notes: The Palmetto Achievement Challenge Test (PACT) was the assessment program used through the 2005-2008 school years. In the spring of 2009, the PACT was replaced by a new state-wide assessment, Palmetto Assessment of State Standards (PASS).

Subject: Reading

Grade: 4 Test: Palmetto Achievement Challenge Test/Palmetto Assessment of State Standards

Edition/Publication Year: 2008, 2007, 2006, 2005, 2004

Publisher: South Carolina Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	91	60	56	53	43
% Advanced	66	14	1	3	4
Number of students tested	74	74	73	72	75
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	86	45	55	52	24
% Advanced	59	5	5	0	4
Number of students tested	22	22	22	21	25
<b>2. African American Students</b>					
% Proficient plus % Advanced		41	55	52	24
% Advanced		6	0	0	5
Number of students tested		17	20	14	22
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced				18	
% Advanced				18	
Number of students tested				11	
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	90	63	55	58	43
% Advanced	68	16	2	4	4
Number of students tested	60	51	49	52	51

Notes: The Palmetto Achievement Challenge Test (PACT) was the assessment program used through the 2005-2008 school years. In the spring of 2009, the PACT was replaced by a new state-wide assessment, Palmetto Assessment of State Standards (PASS).

Subject: Mathematics

Grade: 5 Test: Palmetto Achievement Challenge Test/Palmetto Assessment of State Standards

Edition/Publication Year: 2008, 2007, 2006, 2005, 2004

Publisher: South Carolina Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	99	43	53	33	48
% Advanced	59	15	17	15	25
Number of students tested	75	75	72	72	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	100	33	44	22	46
% Advanced	45	11	11	11	31
Number of students tested	20	27	18	18	13
<b>2. African American Students</b>					
% Proficient plus % Advanced	94	35	20	18	
% Advanced	35	4	13	14	
Number of students tested	17	23	15	22	
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	100	46	66	38	49
% Advanced	62	19	18	13	23
Number of students tested	53	48	50	48	35

Notes: The Palmetto Achievement Challenge Test (PACT) was the assessment program used through the 2005-2008 school years. In the spring of 2009, the PACT was replaced by a new state-wide assessment, Palmetto Assessment of State Standards (PASS).

Subject: Reading

Grade: 5 Test: Palmett Achievement Challenge Test/Palmetto  
Assessment of State Standards

Edition/Publication Year: 2008, 2007,  
2006, 2005, 2004

Publisher: South Carolina Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	99	53	61	49	48
% Advanced	68	4	3	13	6
Number of students tested	75	75	67	72	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	100	52	56	39	62
% Advanced	55	4	0	11	8
Number of students tested	20	27	18	18	13
<b>2. African American Students</b>					
% Proficient plus % Advanced	100	57	39	32	
% Advanced	35	4	8	14	
Number of students tested	17	23	13	22	
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	98	50	69	54	51
% Advanced	77	2	2	10	6
Number of students tested	53	48	48	48	35

Notes: The Palmetto Achievement Challenge Test (PACT) was the assessment program used through the 2005-2008 school years. In the spring of 2009, the PACT was replaced by a new state-wide assessment, Palmetto Assessment of State Standards (PASS).